

### **REMARKS**

This Response is submitted in response to the Final Office Action of March 5, 2007. Claims 1-17 and 23-46 are pending. A Petition for Two-Month Extension of Time are submitted herewith. The Commissioner is hereby authorized to charge deposit account 02-1818 for any fees which are due and owing.

#### **Mailing Address**

Please note the mailing address has not been changed in accordance with the Power of Attorney by Assignee and Express Revocation of Prior Powers appointing the attorneys and agents identified with customer number 29180 to prosecute and transact all business in the United States Patent and Trademark Office for this application, submitted on April 27, 2006. As a result, this Office Action, like the previous Office Action was delayed in reaching Applicants. To prevent a recurrence of this problem, please note the new correspondence address (the address associated with customer number 29180) and the new attorney docket number. Also, please note the Change of Correspondence Address form submitted wherewith.

#### **35 U.S.C. 112 Rejections**

Claims 45 and 46 were rejected under 35 U.S.C. 112, first paragraph, as failing to comply with the written description requirement. In particular, the Office Action stated that the specification does not describe scanning barcodes twice to provoke a battle. Applicants respectfully disagree. Fig. 6 clearly shows that when an monster is scanned and determined to be an incompatible monster at step 645, it is determined at step 660 whether this is the first scanning of the incompatible monster. If it is the first scanning, the monster explodes at step 665. If it is not the first scanning (e.g., it is the second scanning), a battle sequence is provoked at step 670. Further, paragraphs [0070] to [0072] describe embodiments that correspond to Fig. 6 as well as alternative embodiments that vary from the flow shown in Fig. 6.

It is respectfully submitted that one of ordinary skill in the art would have understood from the originally filed specification that the inventors had, at the time the application was filed, possession of a gaming device including an electronic circuit operable to determine whether a contest will be staged, wherein if game data is not compatible game data and a bar code was scanned twice, a contest will be staged.

For at least the above reasons, it is respectfully requested that the above rejections are overcome and should be withdrawn. Further, because there is no other rejection of Claims 45 and 46, Claims 45 and 46 were newly added after filing a Request for Continued Examination, and Claims 45 and 46 could not have been finally rejected on the grounds and art of record had they been entered earlier in prosecution of the application, it is respectfully submitted that the finality of this Office Action is improper and should be withdrawn.

### **35 U.S.C. 103(a) Rejections**

Claims 1-12, 14-15 and 30-34 were rejected under 35 U.S.C. 103(a) as being unpatentable over Japanese Publication No. JP 2000308,763 ("Ebisawa") in view of the Diablo video game from Blizzard Entertainment ("Diablo"). Claims 13, 16-17, 23-29 and 35-44 were rejected under 35 U.S.C. 103(a) as being unpatentable over Ebisawa in view of Diablo in further view of U.S. Patent No. 5,971,855 ("Ng"). Applicants respectfully disagree.

Ebisawa discloses a handheld game in which a bar code reader scans bar codes to further the game. Bar codes can be associated with products and companies, and bar codes are associated with characters which can do battle. However, Ebisawa does not disclose or suggest groups or tribes of characters which are controllable by some user and do not engage their fellow group or tribe members in contests or battle. Further, the Office Action admits that "Ebisawa does not teach the division of characters into groups where members of the group do not attack each other." For at least these reasons, Applicants respectfully submit that Ebisawa does not disclose or suggest that the compatible game data is part of a set of game data, the set of game data including character data for a plurality of characters, wherein at least two of the plurality of characters are associated with a group, and wherein a third of the plurality of characters is not associated with the group, and wherein the at least two of the plurality of characters do not engage each other in battle, and wherein the at least two characters are controllable by at least one user as in Claim 1.

Diablo is a computer game in which the player's character searches through areas of the game world, encountering and doing battle with various monsters. The Office Action states that the monsters in the monster group do not attack each other and only attack the player's character. However, the monsters in the monster group are not controllable by any user of the Diablo game. In response, the Office Action appears to rely upon a Wikipedia article to show that the Diablo

game had an online version in which groups of characters under control of players band together and do not attack each other. Further, the Office Action supposes that a single player could “control multiple players” and “determine not to attack himself”.

However, it is respectfully submitted that a Wikipedia article is an unreliable source and can not be used to support a rejection. Applicants submit herewith a Wikipedia article in which the cite admits that “nothing” keeps someone from putting false or misleading information in articles and even goes so far as to state that school children should not use Wikipedia articles for school essays without checking the external sources. It should be noted that Applicants did not edit this article to include this information, but there is no mechanism of which Applicant is aware that would have prevented Applicant from doing so. It is respectfully submitted that if Wikipedia is too unreliable to use as a source in a school child’s essay, it is also too unreliable to support a contention about features which are believed to have been present in a video game.

Further, even if Diablo had an online version in which multiple players could band together, it is respectfully submitted that there is nothing to suggest that a single player could “control multiple players” as hypothesized by the Office Action.

For at least these reasons, Applicants respectfully submit that Diablo does not disclose or suggest that the compatible game data is part of a set of game data, the set of game data including character data for a plurality of characters, wherein at least two of the plurality of characters are associated with a group, and wherein a third of the plurality of characters is not associated with the group, and wherein the at least two of the plurality of characters do not engage each other in battle, and wherein the at least two characters are controllable by at least one user as in Claim 1.

For at least these reasons, Applicants respectfully submit that Claim 1 and its dependent claims, are each patentably distinguished over Ebisawa in view of Diablo and are in condition for allowance.

Ng discloses a game device which can communicate with a similar game device for interactive play between the two devices. However, similar to Ebisawa and Diablo, Ng does not disclose or suggest that the compatible game data is part of a set of game data, the set of game data including character data for a plurality of characters, wherein at least two of the plurality of characters are associated with a group, and wherein a third of the plurality of characters is not

associated with the group, and wherein the at least two of the plurality of characters do not engage each other in battle, and wherein the at least two characters are controllable by at least one user as in Claim 1.

For at least these reasons, Applicants respectfully submit that Claim 1 and its dependent claims are each patentably distinguished over Ebisawa in view of Diablo in further view of Ng and are in condition for allowance. For similar reasons, Applicants respectfully submit that Claims 23 and 29, and their respective dependent claims are each patentably distinguished over Ebisawa in view of Ng and are in condition for allowance.

Further, with respect to Claim 45, none of Ebisawa, Diablo and Ng disclose or suggest an electronic circuit operable to determine whether a contest will be staged, wherein if the game data is not compatible game data and the bar code was scanned twice, the contest will be staged. For at least this reason, Applicants respectfully submit that Claim 45 is patentably distinguished over Ebisawa in view of Diablo in further view of Ng and is in condition for allowance.

Further still, with respect to Claim 46, none of Ebisawa, Diablo and Ng disclose or suggest that if the game data is not compatible game data and the bar code is scanned only once, the contest will not be staged. For at least this reason, Applicants respectfully submit that Claim 46 is patentably distinguished over Ebisawa in view of Diablo in further view of Ng and is in condition for allowance.

An earnest endeavor has been made to place this application in condition for formal allowance and Applicants respectfully request that a Notice of Allowance be issued. If the Examiner has any questions regarding this Response, Applicants respectfully request that the Examiner contact the undersigned.

Respectfully submitted,  
BELL, BOYD & LLOYD LLC

BY 

MacLane C. Key

Reg. No. 48,250

Cust. No. 29180

Dated: August 3, 2007

# Wikipedia:Schools' FAQ

From Wikipedia, the free encyclopedia

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## Schools' FAQ

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(<http://tools.wikimedia.de/~tangotango/nubio/>)

This FAQ page deals with some questions teachers and school administrators might have about the content of information in Wikipedia, and use of Wikipedia by students. If you are thinking about assigning Wikipedia as a class project see [Wikipedia:School and University projects](#).

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## Overview

As the world's most widely used online encyclopedia, Wikipedia inevitably finds its way into classroom activities. It might be fair to say open-source encyclopedias will become at least a permanent—and perhaps major—part of the educational landscape.

Concepts such as open source, copyleft, collaborative writing, and volunteer contributions for the public good can be new and unfamiliar ideas in educational settings. Wikipedia offers an opportunity for educators to explore concepts of public trust that are likely to continue growing in prominence throughout the lives of today's population of youth.

Some common questions students or educators ask about Wikipedia are listed below, with answers based on the status of Wikipedia, and on reasonable projections for the immediate future.

## Is Wikipedia accurate and reliable?

Wikipedia is as reliable as the external sources on which we rely. Properly written articles cite the sources, and a reader should rely on the Wikipedia article as much, but no more, than the sources on which the article relies. If an article doesn't cite a source, it may or may not be reliable. Students should never use information in Wikipedia for formal purposes (such as a school essay) until they have checked those external sources. Fortunately, Wikipedia cites its sources more frequently than most other publications.

Wikipedia is rapidly developing, so the reliability of the encyclopedia is improving all the time. Because readers continually compare articles to what they already know, articles tend to become more accurate and detailed. Certain articles about many of the major sciences were developed from other free or public domain encyclopedias. This provides a reliable basis upon which encyclopedia writers could develop more current information. Wikipedia is cited almost daily in the press (see Wikipedia as a press source).

On the other hand, it is possible for an article on Wikipedia to be biased, outdated, or factually incorrect. *This is true for any resource*. One should always double-check the accuracy of important facts, regardless of the source. In general, popular articles are more accurate because they are read more often and therefore any errors are corrected in a more timely fashion. Also, there may be a Western bias in particular because that is where most contributors are from. For more information, see Wikipedia:Criticalisms.

## What keeps someone from contributing false or misleading information?

Nothing. Anyone can, at this very moment, go to almost any page and change the information to make it misleading or wrong. Very specific minor facts, like an exact date for a less well known historical event, are less trustworthy since vandals sometimes change them. The vast majority of edits are, however, improvements.

Vandalism usually does not stay for long. Scores of contributors monitor the list of contributions (particularly to important or controversial articles), and will quickly delete nonsense or obviously wrong articles, and undo baseless edits. Almost all articles will be on one or more editors' personal watch lists, and they will quickly undo any vandalism. Major articles will be on hundreds of watchlists, so that whenever vandalism is performed, it will be seen and undone in a matter of minutes or less. If an anonymous or relatively new user changes a number or a date by a little bit, without justifying their edit, it is particularly likely to raise a red flag. If someone only contributes vandalism (that obviously isn't a mistake), then they can be blocked.

Unlike print sources, however, Wikipedia keeps a full history of the changes that led to the current version of each article. If something seems strange about an article, click on the "history" tab at the top of the page to see what has been changed recently.

Wikipedia cannot be perfect. There is almost certainly inaccurate information in it, somewhere, which has not yet been discovered to be wrong. Therefore, if you are using Wikipedia for important research or a school project, you should **always** verify the information somewhere else. You should also check that the other source does not rely on Wikipedia for its information.

As a courtesy, if you find in the course of your study or research that Wikipedia has incorrect information, we request that you correct or remove the incorrect information onwiki.

## What does *wiki* mean?

The term "wiki" is derived from the phrase "WikiWiki", which is the Hawaiian word for "quick". A wiki is a web site which allows people to contribute content; see our article on wikis for more information about this.

## Can students cite Wikipedia in assignments?

*For information about how to format citations, see Wikipedia:Citing Wikipedia.*

It depends on what teachers accept. *The best policy for all writing is to have more than one source.* Wikipedia can be an excellent starting place for further research. Teachers might ask students what they did to validate the information they learned from Wikipedia. Using a comprehensive search engine such as Google or Yahoo!, students can easily compare Wikipedia content with information from other reputable websites. Most Wikipedia articles also contain an "External links" section at the bottom, which often leads to other relevant sites. Students can compare information in Wikipedia with information in other encyclopedias or books. As a general rule, contributors to Wikipedia are encouraged to cite their sources, but, of course, not all do. For the sake of verifiability, it is better to cite an article that has listed its sources. Most of our better articles have sections such as "References," "Sources," "Notes," "Further reading," or "External links," which generally contain such information.

For purposes of establishing authorship and finding more sources, students may also find the articles' "History" tabs useful, as these detail every contribution — the contributor and what he or she contributed. All of our contributors have talk pages for leaving them messages. While logged in, a toolbox link ("E-mail this user") is also visible beside the user pages of many registered contributors. Other means of contacting Wikipedians are listed at Wikipedia:Contact us.

## Is it a safe environment for young people?

Wikipedia has similar safety issues to other equally open environments. Participation in Wikipedia requires youths to know basic Internet safety practices (which they should already know).

Wikipedia has the advantage, that most communication is done in an open, public, reviewable manner (even personal "talk page" messages are readable by anybody). Note, however, that contrary to some sites directed towards youth, Wikipedia does not have staff to patrol discussion pages or remove inappropriate comments; it only has volunteer administrators, who will exclude people breaching civility rules, but who will not censor conversations if they deal with adult topics.

Children and their parents must understand that any person no matter how good or ill motivated, is free to participate in the project. While some child-focussed online communities will remove members who are found/suspected of being dangerous towards children in the "real/offline"



world; Wikipedia will not remove users based on outside activities (regardless of the legality or morality of those activities). Hence, no child should ever assume that if somebody has an account on Wikipedia, then they're safe to meet in person. Wikipedia is an encyclopedia project, not a social environment for making "offline" friends.

Wikipedia is not bowdlerized or censored. It contains articles on subjects such as racial slurs, controversial political and religious groups and movements, and sexual acts. However, the information about sexual topics will probably be more neutral and factually accurate than what young teens hear from their peers, and no more erotic than the material of North American or European sex education classes; that is, articles on these topics are kept to facts and are not meant to incite or titillate the reader. Note also that although it discusses the methodology of terrorism and violence, Wikipedia is not a how-to guide.

Pages which are normally appropriate for children to use are occasionally vandalized with rude words or content which may be offensive. Vandalism is normally noticed and removed within a few minutes — if not seconds — but it is still possible that a person may access a page before this is dealt with. Teachers should supervise young children on Wikipedia, as they would in any other online environment. However, the 2007 Wikipedia Selection (<http://schools-wikipedia.org/>) is a specific selection of 4625 articles suitable for school children and has been checked and edited by deletion for this audience. It contains about the equivalent content to a 40 volume encyclopaedia organised around school curriculum subjects, and is available online and as a free download for use by schools.

## **What is open-source media?**

Open-source media is a kind of information produced by open groups of developers in which anybody who wants to can use the information. Open-source production emerged among software engineers with the production of GNU/Linux, a free software computer operating system. MediaWiki is an open source software package that supports an open source encyclopedia.

Open-source production relies on qualified users to maintain a constantly improving collection, whether it is an open collection of computer code or of encyclopedic information. Open source collections typically maintain back-up resources, so if a developer accidentally damages the code or the content, it can easily be reverted to an earlier, stable version. The same backup system provides protection against malicious damage to an open-source project.

## **Why do people contribute to open-source projects?**

Few surveys have developed reliable answers to why people contribute to open source works like Wikipedia. Some sort of public interest or community spirit is often part of the motive. Open-source projects offer an opportunity to contribute to something that has lasting value and that will continue to grow. Open-source publishing allows writers and software developers to apply their skills outside of a strictly business environment. Casual writers and editors sometimes participate as a hobby or as a learning experience. Volunteering is also one of the few ways writers and Web designers can gain experience and exposure without already having any.

## **Why have we not heard of this before?**

Wikipedia is relatively new, but chances are always getting better than ever that you have heard of it before. Wikipedia's rapid growth recently has been reported in many prominent media outlets. Wikipedia was established in January 2001, and is now making a place for itself in the world's collection of knowledge. As the encyclopedia grows, more people learn about it every day, much in the same way Internet use surged in the late 1990s. See [Wikipedia:Press coverage](#).

Most people will encounter Wikipedia for the first time through a search engine. Many Google search queries, for instance, will return a Wikipedia article on the first results page. Others may see it referenced on other Web sites or in newspapers.

Many other online encyclopedias simply copy (parts of) Wikipedia, which is allowed because it uses a free content license. This should be mentioned on the page, but the message can be hard to notice. So you may have come across a Wikipedia article without knowing it. However, considering the speed at which Wikipedia develops, these are often quite out of date.

Wikipedia does not advertise as many new services do, so public knowledge of Wikipedia is mostly a result of word of mouth, readers discovering the service while browsing online, or people learning about the encyclopedia from news reports.

## **Beyond information from the encyclopedia, what can students learn from Wikipedia?**

*See also [Wikipedia:School and University projects](#)*

Most youths will likely at some point become involved in interactive online activities. For educators, youths' involvement with Wikipedia provides an opportunity to survey youths' understanding of online safety, and to teach appropriate practices. Educators can use Wikipedia as a way of teaching students to develop hierarchies of credibility that are essential for navigating and conducting research on the Internet.

Wikipedia provides an opportunity for teachers to discuss the concept of the public domain. Wikipedia is an opportunity to participate in an open community that relies primarily on mutual respect and cooperation, but which is not related to familiar authority figures some youths might tend to oppose.

Editing in Wikipedia is an opportunity to learn to participate in collective editorial processes. Wikipedia presents a ready opportunity for youths to research, compile and publish articles for peer review. For youths who contribute images, selection and production of an image provides opportunities to learn what a market wants from an artist. Youths who master skills for accurate writing and drawing about encyclopedic subjects are better equipped to develop their own style in more creative genres.

Because all articles in Wikipedia must conform to neutral point-of-view, students participating in collaborative editing activities on Wikipedia are building experience in detecting and eliminating bias in writing.

See Andy Carvin's blog entry *Turning Wikipedia into an asset for schools* ([http://www.andycarvin.com/archives/2005/07/turning\\_wikiped.html](http://www.andycarvin.com/archives/2005/07/turning_wikiped.html)).

## Can a school group set up its own wiki?

Yes. MediaWiki is an open source software package, which means anyone who knows how to use it and who has access to a server computer may set up his or her own wiki project.

Access to a wiki database can be password protected, to allow groups to develop an open document within their membership. Passwords can allow a wiki to be developed by a school club, a teachers group, a regional group of schools, or any group within an educational community. Wikis might be used for school histories, to develop yearbook material or as class projects. A group can operate a wiki project online or within a closed local area network.

## Where can I learn more about Wikipedia?

Visit Wikipedia:About for more information about us, as well as the Community Portal or some of our FAQs. The main page is also available.

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Category: Wikipedia FAQ

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